

A FOLLOW-UP OF STUDENTS LEAVING THE  
PRAIRIE CITY COMMUNITY HIGH  
SCHOOL BETWEEN 1959-1964

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A Field Report  
Presented to  
The Graduate Division  
Drake University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education

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by  
Darrell Gene Brand  
June 1965

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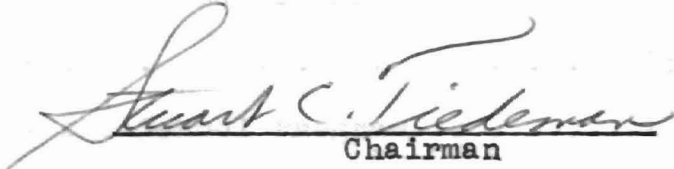
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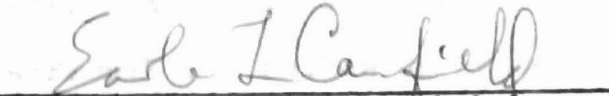
by

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## CHAPTER I

### INTRODUCTION

As industrial and business firms are continually studying their products to determine how well these products meet demand, the high schools, too, are coming to recognize the need to study their products--graduates and drop-outs--in an effort to better prepare present and future students to meet demands with which they will be confronted after they have completed their formal education or leave school.

Educators today are faced with the growing problem of determining what things should be included in a curriculum to better meet the needs of students. In an effort to determine these needs, a follow-up study is often undertaken. The importance of a follow-up is seen in the following statement:

It is recommended that, in view of rapid changes of modern society, American High Schools adopt the practices of continuous and systematic follow-up of graduates and that information gained be used for continuous evaluation.<sup>1</sup>

How well is Prairie City High School meeting the

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<sup>1</sup>Albert H. Krueger and Gregor Langan, "Evaluating the Curriculum," The Clearing House, XXXII (April, 1958), 481.

needs of its students? In order to determine the answer to this and other vital questions, this follow-up study was undertaken.

## I. THE PROBLEM

Statement of the problem. The purpose of this study was to obtain the opinions of the students who terminated their education in the Prairie City Community High School during the years from 1959 through 1964 concerning the adequacy of their high school program.

The responses of these students were used to analyze and evaluate their educational and vocational experiences to determine the effectiveness of the school program in meeting their needs in this present-day life. The data available were used to interpret to the school and community the curricular needs of these students. These data were also used to project planning for re-organization, and to evaluate the effectiveness of the guidance program in use during the years 1961 through 1964.

Specific questions were drawn up and included in the questionnaire:

1. Was the curriculum broad enough to include all students--their interests and abilities?
2. Was the high school education beneficial to the students in their vocation--college or job? In what specific ways?
3. Are there ways in which the school can further help the student who has terminated his education at Prairie City High School?
4. What types of jobs or education have students pursued beyond high school?

5. What part of the curriculum did the student feel helped him most?
6. What suggestions as to changes in course offerings and activities in high school do these students feel would help the school to better prepare other students?
7. In what specific ways did the guidance program help the student in career and course planning?
8. In what ways can the guidance program better serve the students in adjustment problems and in career and course planning?

Importance of study. McDaniel reported that:

Follow-up studies are proving their value in changing and enriching the school curriculum, in changing and improving guidance practices and counseling, and in helping the student, above all, in his development. To fulfill their objectives, follow-up studies must be more than statistical studies; they must find out whether the student or graduate is satisfied, has had promotion, is working up to his ability, how he feels about himself personally and socially.<sup>1</sup>

Klahn reported ". . . quality education can only evolve from a . . . re-evaluation of the subjects contained in the curriculum."<sup>2</sup>

In a keynote speech before the annual convention of the National Association of Secondary School Principals in Philadelphia, Hess stated that: "The real question is not whether our schools are better than they used to be. The

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<sup>1</sup>Henry B. McDaniel, Guidance in the Modern School (New York: The Dryden Press, 1956), p. 74.

<sup>2</sup>Richard P. Klahn, "The Pleasant Valley Curriculum Story," Midland Schools, LXXV, No. 4 (December, 1960), 29.

real question is whether they are as good as they should be."<sup>1</sup>

All schools should be made aware of the needs of their students and graduates. To make this possible, a school must have definite information about them, and follow-up studies are one way to obtain this information. The need for this study became apparent when it was found that no recent curriculum study had been made in the Prairie City Community High School. With many of its graduates entering college immediately after high school, the implications for the study seemed apparent.

Johnson, in his report to the National Association of Secondary School Principals, said: "The ultimate goal is for the schools to approach as closely as possible the ideal of serving all the children of all the people."<sup>2</sup>

Limitations of the study. There are certain limitations to a study of this type. The chief weakness is inherent in the questionnaire-type survey because the final selection of the sample is left in the hands of the re-

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<sup>1</sup>Walter E. Hess (ed.), "Secondary Education for All," School and Society, LXXXVII (May 9, 1959), 231.

<sup>2</sup>E. H. Johnson, "How to Make and Utilize Follow-up Studies of School Leavers," National Association of Secondary School Principals Bulletin, XL (April, 1956), 216.



spondent. Regardless of how carefully the investigator has constructed the original sample, he loses control over the selection of the final sample by leaving to the respondents the choice of whether or not to answer the questionnaire.

In the case of this report, the 1959 through 1960 classes were chosen because they had not received the benefit of an organized guidance program. The 1961 through 1964 classes were selected because the writer wanted to get a reply from recent graduates who had received the benefit of an organized guidance program which was put into use during the 1960 through 1961 school year.

There is always the possibility that the questionnaire does not communicate to the recipient those ideas that were intended by the investigator. Difficulty of communication through the questionnaire would result in inaccurate data being recorded.

Another limitation of a study such as this is the locating of people who had moved several times, were in the armed forces in various parts of the world, or had changed their names due to marriage.

In spite of these limitations and others which might exist, the writer feels that the results of the study may be of value in pointing out strengths and weaknesses in the educational program and in suggesting revisions where needed.



## II. PROCEDURE

Research design and methodology. The first step in this study was to search for recent literature concerning curricular needs of students. A review of literature in the area of follow-up studies by such authorities as Baer, Roeber, Froehlich, Rothney, Traxler, and others was made. Much help came from readings in current periodicals such as NVGA Journal, NSSP Journal, Personnel and Guidance Journal, School Review, NSSE Yearbooks, NSE Yearbooks, and others. A review of other follow-up studies was also made.

A questionnaire was constructed to include items needed to gather data to answer questions set forth in the Statement of the problem. The questionnaire consisted of ideas put together after studying and reviewing other questionnaires used in similar follow-up studies as well as some books on the subject of questionnaire construction. Basically, the questionnaire followed the style suggested by the California Bureau of Occupational Information and Guidance.<sup>1</sup>

The questionnaire was validated by giving it to the present (1965) senior class and faculty at Prairie City

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<sup>1</sup>California State Department of Education, "Guide for Making a Follow-up Study of School Dropouts and Graduates," California Guidance Bureau, No. 13 (January, 1950).

Community High School. They were asked to make comments on each item in the questionnaire, regarding such things as content, clarity of meaning, over-all appearance of the instrument, and general comments on the questionnaire as a whole. These comments were recorded on a separate sheet of paper and returned to the writer.

The questionnaire was sent to 152 students who graduated or dropped out of the Prairie City Community High School between 1959 and 1964. Several procedures were used to determine the present addresses of these students. The names were taken from the records in the school files and the addresses were determined by a personal phone call to parents, friends, or relatives of the students where necessary. A visit with a member of each graduating class was also used by the writer to help determine the addresses of the students.

A letter<sup>1</sup> accompanied the questionnaire<sup>2</sup> explaining the purpose of the study, and a stamped, self-addressed envelope was enclosed for the respondent to use in returning the questionnaire. Two weeks after the questionnaires were distributed another letter<sup>3</sup> was sent requesting those persons who had not returned their questionnaires to do so as

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<sup>1</sup>Appendix A.

<sup>2</sup>Appendix B.

<sup>3</sup>Appendix C.

soon as possible. Another attempt to have the questionnaire returned was made one week later by telephone to those respondents living in the immediate area.

When it became evident that no further questionnaires would be returned, the questionnaire responses were tabulated and are presented in the form of tables in Chapter III. The data from the study were analyzed with reference to the questions in the Statement of the problem and recommendations were made to the superintendent and principal of the Prairie City Community High School on the basis of the findings of the study.

The study was conducted in the fall of 1961. The purpose of the study was to determine the attitudes of the students of the Prairie City Community High School toward the school and the community. The study was conducted by the author, who is a member of the faculty of the school. The study was conducted in the fall of 1961. The purpose of the study was to determine the attitudes of the students of the Prairie City Community High School toward the school and the community. The study was conducted by the author, who is a member of the faculty of the school.

## CHAPTER II

### REVIEW OF LITERATURE

As society changes, the needs of students also change. In order for schools to meet the needs of all students, it is imperative that a program of curriculum evaluation and revision be carried on as a never-ending project. Although any estimates of the adequacy and effectiveness of an institution of higher education depend of necessity upon a complexity of factors such as physical facilities, teaching faculty, curriculum, physical and intellectual community surrounding the school, one factor often overlooked is the final product, the graduate. This factor is perhaps the most significant determinant of the adequacy of programs and measure of effectiveness.<sup>1</sup> A school may determine its success to some degree by examining its "products," since the study of the experiences and problems of past students will provide data relative to what occupations were entered, how jobs were secured, and what part of the school program was most helpful and least helpful to them in educational and vocational adjustments.

According to Leonard:

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<sup>1</sup>Jack L. Nelson, "Improving College and University Teaching," Improving College and University Teaching, XII, No. 2 (Spring, 1964), 111-112.

The day is past when an individual from the outside can come in and look over the boys and girls, give them tests, and come out with an objective story about the success of the school. The day is also past when the modern school can be measured adequately by the success of a few of its graduates in college or by the scores made by pupils on subject matter tests.<sup>1</sup>

A school may evaluate its curriculum, instructional services, and guidance services in light of the findings and suggestions taken from the returned questionnaires, and make necessary changes and modifications.<sup>2</sup>

A review of literature related specifically to follow-up studies was made with the following purposes in mind:

- (1) to find reasons for and uses of follow-up studies;
- (2) to identify techniques employed in making follow-up studies; (3) to determine the factors which affect the outcome of follow-up studies; and (4) to determine how the follow-up study can be implemented in the school program.

Reasons for and uses of follow-up studies. Alter emphasized that, "one of the most neglected and probably the most important areas of school operation is the follow-

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<sup>1</sup>Paul Leonard, Developing The Secondary School Curriculum (New York: Rinehart Company, Inc., 1958), p. 548.

<sup>2</sup>Max F. Baer, and Edward C. Roeber, Occupational Information (Chicago: Science Research Associates, 1958), pp. 232-273.

up studies of graduates."<sup>1</sup>

Froehlich reported that:

The follow-up study was useful in revising the curriculum; improving the guidance program; studying selected groups of pupils; identifying those in need of further service; and presenting information to pupils.<sup>2</sup>

Rothney projected these uses into even more tangible areas by stating that follow-up studies may reveal strengths and weaknesses of a guidance program. He further emphasized that these studies provide good public relations material and stimulate faculty members to recognize education as a longitudinal process which extends beyond the graduating ceremony.<sup>3</sup>

Many schools have listed reasons for conducting a follow-up study: (1) it keeps the school authorities informed of the success of their graduates, (2) it enables the school to assist its graduates and former pupils in obtaining more desirable jobs, and (3) it gives the school an opportunity to assist former pupils and graduates to succeed in their jobs. The school authorities know the pupil--both

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<sup>1</sup>Harry Alter, "Ask The Graduates," A Method of Curriculum Improvement," California Journal of Secondary Education, XXXII (December, 1957), 473.

<sup>2</sup>Clifford P. Froehlich, Guidance Service in Schools (New York: McGraw-Hill Book Company, Inc., 1958), pp. 325-328.

<sup>3</sup>John W. M. Rothney, "Follow-up Services in the Small Secondary School," The High School Journal, XL (May, 1957), 275.

his abilities and his shortcomings. Frequently, they can offer suggestions which may mean the difference between success and failure.<sup>1</sup>

Hatch and Dressel have suggested the following as various kinds of information which may be obtained from follow-up data:

1. The reasons given by drop-outs for leaving school prior to graduation.
2. The present location of former students with emphasis on present residence and employment.
3. The kinds of problems faced by former students and the grade level at which these problems arose.
4. The kinds of training taken by former students after they left the secondary school.
5. The changes which should be made in the curriculum to bring about maximum benefit for today's student.
6. The additions or deletions needed in co-curricular activities.
7. The kinds of problems faced by the student when he first left the school and suggestions for overcoming these problems.
8. The vocational data which may be used to interpret the local occupational scene.<sup>2</sup>

Although many reasons have been given for conducting follow-up studies, one of the principle reasons seems to be the need for an evaluation of the educational program

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<sup>1</sup>Anderson, Grem and Gruhn, Principals and Practices of Secondary Education (New York: The Ronald Press Company, 1951), p. 318.

<sup>2</sup>Raymond N. Hatch, and Paul L. Dressel, Guidance Services in Secondary School (Dubuque, Iowa: Wm. C. Brown Company, 1953), p. 152.



offered in the school. As Hawkins said:

The small high school seems destined to be the place where nearly three-fourths of our high school youth will be receiving their secondary education. If the principle of education for all American youth stands, these schools wherein the vast majority of our youth will be attending must continually be on the alert to see that the programs of the schools are being improved. So it is that the small high school must be studying its educational opportunities and make them serve the needs of all its pupils.<sup>1</sup>

The follow-up study often yields important data regarding the value of school subjects, teaching methods, and school policies.<sup>2</sup>

Techniques employed in follow-up studies. Follow-up studies have generally employed three techniques for gathering information: the questionnaire, the interview, and the audio-visual method. The questionnaire may be quite lengthy, such as the four page one used in a follow-up study at Marine City, Michigan, High School; or it may be brief enough to be contained on a postal card, such as that employed in the follow-up study at New Bedford, Massachusetts, Senior High School.<sup>3</sup> The interview may involve face to face

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<sup>1</sup>Elmer T. Hawkins, "How Can the Program of the Small High School Be Improved," The Bulletin of the National Association of Secondary School Principals, XL (April, 1956), 28.

<sup>2</sup>Max F. Baer, and Edward C. Roeber, Occupational Information (Chicago: Science Research Associates, 1958), pp. 232-273.

<sup>3</sup>Baer, and Roeber, op. cit., p. 235.



contacts with school leavers or it may involve telephone contacts with school leavers and with their relatives and employers.<sup>1</sup>

Audio-visual methods include recordings, still photographs, silent movies, and sound movies. These techniques are relatively expensive, and, therefore, have not been widely used or sufficiently tested. Most practicable of methods are recordings of interviews held in the school, at home or on the job. These can be excellent aids to teaching occupational units or classes, as well.<sup>2</sup>

There are some advantages and disadvantages to the questionnaire technique. A personal interview with each school leaver requires time, whereas the questionnaire saves time. The questionnaire may be sent and returned by mail easily and inexpensively. On the other hand, the questionnaire may not be taken seriously by the person filling it in. If this is the case, the information supplied is unreliable. In some cases respondents will not take time to answer the questionnaire. Questionnaire returns representing a fractional part of all school leavers may not represent a true sample of all the school leavers.<sup>3</sup>

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<sup>1</sup>Baer and Roeber, loc. cit.

<sup>2</sup>H. L. Cleland, "A Follow-up Survey Through Visual Aids," Occupations, XIX (February, 1941), 331-34.

<sup>3</sup>Baer and Roeber, op. cit., p. 287.

The personal interview, because it is time-consuming and because it is almost impossible to arrange an interview with school leavers who no longer reside in the community, has not been as popular a method as it should be. Compared to the impersonal questionnaire, the personal interview usually yields more information. The reliability of the interview depends upon the skills of the interviewer. The public relations values of the personal interview are relatively high.<sup>1</sup> If possible, a combination of all three methods should be used.<sup>2</sup>

Factors affecting the outcome of the follow-up studies. Many factors affect the outcome of a follow-up study. Experience has shown that some school leavers do not respond readily to mailed questionnaires. In twenty-three follow-up studies the responses to printed and mimeographed questionnaires varied from twenty-one to ninety-two per cent. The percentage of questionnaires returned varied directly with the degree of achievement shown by school leavers either while in school or after leaving school.<sup>3</sup> A

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<sup>1</sup>Baer and Roeber, op. cit., p. 239.

<sup>2</sup>Baer and Roeber, loc. cit.

<sup>3</sup>Celis Oppenheimer, and Ruth F. Kimball, "Letter to Editor," Occupations, XXVII (December, 1948), 200.

check at Woodrow Wilson High School, Washington, D. C., of seventy-four graduates who had not replied to a questionnaire indicated that seventy per cent of them ranked in the lowest three-fifths of their class.<sup>1</sup> Lindman found a positive relationship between the percentage replying and the marks the young people had made while in school. Eighty-two per cent of the school leavers whose marks were in the upper ten per cent of their class returned the questionnaire; only fifty-five per cent of the school leavers in the lower ten per cent of their class scholastically returned their questionnaire.<sup>2</sup> It was found by Reuss that there were significant differences in the intelligence and grade point averages between those who did and those who did not reply to the questionnaire.<sup>3</sup>

Another factor which affects the percentage of returns seems to be the length of time since graduation. In a study of Burlington, Vermont, High School graduates, sixty-two per cent of those who had graduated the previous year returned questionnaires, whereas only forty-nine per cent of the respondents who had graduated two years previously re-

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<sup>1</sup>Ibid.

<sup>2</sup>Erick L. Lindman, "The Adequacy of Follow-up Samplings," Occupations, XIX (October, 1940), 33-35.

<sup>3</sup>C. R. Reuss, "Differences Between Persons Responding and Not Responding to a Mailed Questionnaire," American Sociological Review, VIII (1943), 433-38.

plied.<sup>1</sup> Officials of Hunter College in 1944, using a postal card questionnaire, received replies from eighty-four per cent of the 1943 graduates. They were able to obtain replies from only forty-five per cent of the 1931 graduates.<sup>2</sup>

The differences mentioned between those who respond and those who do not respond to questionnaires have implications for those constructing questionnaires and those conducting questionnaire studies. First, every effort should be made to obtain a representative sample of all school leavers, thus helping to ensure that the data from returned questionnaires or interviews are truly representative of all school-leavers. Second, questionnaires should be so devised that they will encourage school-leavers to reply. Third, persons interested in follow-up studies should experiment with techniques which will help to obtain responses from those who typically do not respond to questionnaires. Much more research, obviously, needs to be done in this field.<sup>3</sup>

The follow-up study and school program. The organi-

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<sup>1</sup>John W. M. Rothney and Robert L. Mooren, "Sampling Problems in Follow-up Research," Personnel and Guidance Journal, XXX (May, 1952), 573-79.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid.

zation of the follow-up study must include ways in which the follow-up data can be implemented in the school program.

Humphreys and Traxler stated that:

This aspect of the follow-up study is considered, by most schools, to be a part of the guidance program. The follow-up, however, is a neglected aspect of most schools because a given high school lacks the requisite time, interest, personnel, or procedures.

Through follow-up programs, the counselors, for example, can undoubtedly improve their services to former, present, and future counselees. Through a follow-up study, counselors can find out what has happened to many of their former counselees. They can compare the information thus obtained with school records of what was done for these counselees. These comparisons may reveal such defects as mistakes in the use of certain testing devices, misinterpretations of test results, and faulty use of occupational information. By locating these defects and by correcting them, counselors in the school can become much more helpful to students than ever before.

Up to the present, all too little research has been done in the field of follow-up work as an integral part of the guidance services. Relatively speaking, little is known concerning the usefulness of the follow-up techniques.<sup>1</sup>

Erickson and Smith pointed out that:

Research and study is an important function of the guidance program. A neglected but important contribution of the guidance service is that of stimulating, directing, and implementing the results of research projects. Almost all schools are dedicated to the responsibility of meeting the needs of the pupils. These

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<sup>1</sup>Anthony J. Humphreys, and Arthur E. Traxler, Guidance Services (Chicago: Science Research Associates, 1954), p. 221.

items represent only two of many topics that need more careful study. No program of teaching or counseling can be very effective until such research studies have been made. The guidance program should serve as the spearhead of a continuous program of study and research to obtain the information needed to build a better school program.<sup>1</sup>

The suggestions given by Rothney and Mooren merit consideration if a school plans to make a follow-up study that is worth doing:

1. Plans for the study should be made while the subject is in school.
2. Contacts with the subjects should be maintained in the interval between graduation and the follow-up study.
3. The questionnaire should be well constructed.
4. The time of mailing should be carefully planned to "avoid rush sessions."
5. Addresses should be complete and accurate.
6. Planning of the follow-up letters should be carefully done.<sup>2</sup>

If the study reveals a need for revision of the curriculum, changes in course content, or improvement in the guidance services or changes in other areas of the school program, the school must be willing to face the facts revealed and make changes where necessary.

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<sup>1</sup>Clifford E. Erickson and Glenn E. Smith, Organization and Administration of Guidance Services (New York: McGraw-Hill Book Company, Inc., 1951), pp. 9-10.

<sup>2</sup>John W. M. Rothney and Robert L. Mooren, "Sampling Problems in Follow-up Research," Personnel and Guidance Journal, XXX (May, 1952), 573-79.



## CHAPTER III

## PRESENTATION OF DATA

The purpose of this study was to obtain the opinions of students who terminated their education in the Prairie City Community High School during the years 1959 through 1964, concerning the adequacy of the high school program. The opinions of these students were used to analyze their educational and vocational experiences to determine how effectively the school had met their needs.

The first step in the process of obtaining data necessary for this investigation required the construction of a questionnaire and mailing it to the 152 students. This was followed by a tabulation and analysis of their responses.

There was an over-all return of 72.7 per cent from the graduates and drop-outs of the 1959 through 1964 classes of Prairie City Community High School. Of the 152 questionnaires sent out, two were returned unanswered because of insufficient address, and 109 were completed and returned. The class of 1960 returned fifteen of twenty-four, or 62.5 per cent; the class of 1961 returned twenty-three of twenty-nine, or 79.3 per cent; the class of 1962 returned eighteen of twenty-five, or 72 per cent; the class of 1963 returned

twenty of twenty-six, or 76.9 per cent; the class of 1964 returned twenty-seven of thirty-three, or 81.8 per cent; and the drop-outs during these years returned six of thirteen, or 46.1 per cent. The trend was as the length of time since graduation increased the percentage of returns decreased, with the returns of the drop-outs showing the lowest percentage of returns.

In this report, the tabulated results do not always equal the total number of students who responded to the questionnaire. The reasons for this are: (1) the respondents failed to answer all of the questions; (2) some questions did not apply to all respondents; and (3) some of the questions required the graduates to give a multiple response. The discussion and tables in this chapter will follow the order as reported on the questionnaire.

The data compiled with reference to the question on marital status indicated that fifty-nine of the respondents were single, forty-eight were married, two were divorced or separated, and none was widowed.

Of those persons responding, 103 had graduated from high school and six had dropped out of school before graduating.

Table I shows that most of the persons responding were working full-time; thirty-five were in school fulltime; and fourteen of the female respondents were housewives.



TABLE I

RESPONSES BY MEMBERS OF 1960, 1961, 1962, 1963  
1964 CLASSES AND DROP-OUTS OF PRAIRIE CITY  
COMMUNITY HIGH SCHOOL, PRAIRIE CITY,  
IOWA, TO QUESTION, "WHAT IS YOUR  
PRESENT EMPLOYMENT STATUS?"

EMPLOYMENT STATUS	NUMBER OF RESPONSES*						Total 109
	1960 N=15	1961 N=23	1962 N=18	1963 N=20	1964 N=27	Drop-outs N=6	
Working full-time	8	11	6	7	17	4	53
In school full-time	5	8	7	7	8	0	35
Housewife	0	3	5	4	1	1	14
Working part-time	0	0	1	2	1	1	5
In business for self	1	3	0	0	1	0	5
In school part-time	1	1	0	1	0	0	3
In Armed Forces	0	0	0	0	1	1	2
Not working	1	0	0	0	0	0	1
Not working; looking for a job	0	0	1	0	0	0	1
Other	0	0	0	0	0	0	0

\*The totals do not equal the number of responses because respondents were able to check more than one response.

As shown in Table II, most of the reporting students made their own decisions in regard to their educational plans. Parents helped in the decision-making for eight of

the eighteen reporting 1962 students, nine of the twenty reporting 1963 students, ten of the twenty-seven reporting 1964 students, eleven of the twenty-three reporting 1961 students, and three of the six drop-outs. Only three of the fifteen reporting 1960 students were influenced by their parents. Teachers, friends, relatives, principal, and work experience influenced some of the students during these years. Only the 1963 and 1964 classes were influenced by a counselor. The counseling program had been set up during the 1961 and 1962 school year. Of the school subjects, mathematics and business were the most influential, followed by history and Latin.

Table III followed very closely the pattern set in Table II. Most of the respondents indicated they made their own decisions concerning vocational plans. Twenty-five indicated they received help from their parents and thirteen were helped by the counselor. Some students received help from a friend, teacher or through work experience. The subjects which aided the respondents most in making decisions were vocational agriculture, typing, shorthand, bookkeeping, office practice, mathematics, English, and literature.

Table IV shows the type of work in which fifty-three students were engaged full-time. The most frequently re-

TABLE II

RESPONSES BY MEMBERS OF 1960, 1961, 1962, 1963,  
1964 CLASSES AND DROP-OUTS OF PRAIRIE CITY  
COMMUNITY HIGH SCHOOL, PRAIRIE CITY,  
IOWA, TO QUESTION, "WHICH (WHO)  
OF THE FOLLOWING HELPED YOU  
MOST IN MAKING YOUR EDU-  
CATIONAL PLANS?"

SOURCES OF HELP	NUMBER OF RESPONSES*						Total 109
	1960 N=15	1961 N=23	1962 N=18	1963 N=20	1964 N=27	Drop-outs N=6	
My own decision	9	18	8	0	15	4	54
Parents	3	11	8	9	10	3	44
Counselor	0	0	0	8	14	0	22
A teacher or teachers	3	4	1	0	4	0	12
Work experience	2	2	0	0	1	0	5
Other relatives	0	2	2	0	0	0	4
Friend or friends	0	1	0	1	1	0	3
Mathematics	0	2	0	0	0	0	2
Business	0	1	1	0	0	0	2
History	0	0	1	0	0	0	1
Latin	0	0	1	0	0	0	1

\*The totals do not equal the number of responses because respondents were able to check more than one response.

ported occupations were secretary and file clerk, with farmer, bookkeeper, trucker, and laborer next in incidence.

TABLE III

RESPONSES BY MEMBERS OF 1960, 1961, 1962, 1963,  
1964 CLASSES AND DROP-OUTS OF PRAIRIE CITY  
COMMUNITY HIGH SCHOOL, PRAIRIE CITY,  
IOWA, TO QUESTION, "WHICH (WHO)  
OF THE FOLLOWING HELPED YOU  
MOST IN MAKING YOUR VOCA-  
TIONAL PLANS?"

SOURCES OF HELP	NUMBER OF RESPONSES*						Total 109
	1960 N=15	1961 N=23	1962 N=18	1963 N=20	1964 N=27	Drop-outs N=6	
My own decision	11	16	11	11	16	5	70
Parents	1	8	1	6	8	1	25
Counselor	0	0	1	5	7	0	13
Work experience	1	3	0	0	3	2	9
A teacher or teachers	1	2	3	0	2	0	8
Friend or friends	0	3	0	2	2	0	7
Vocational Agri- culture	0	0	2	0	0	0	2
Typing	0	1	0	0	1	0	2
Mathematics	0	1	0	0	0	0	1
English	1	0	0	0	0	0	1
Literature	1	0	0	0	0	0	1
Bookkeeping	0	0	0	0	1	0	1
Office Practice	0	0	0	0	1	0	1
Shorthand	0	1	0	0	0	0	1
Other relatives	0	0	0	0	0	0	0
Principal	0	0	0	0	0	0	0

\*The totals do not equal the number of responses be-  
cause respondents were able to check more than one response.

TABLE IV

CURRENT OCCUPATION OF 53 MEMBERS OF PRAIRIE CITY  
COMMUNITY HIGH SCHOOL, PRAIRIE CITY, IOWA,  
OF 1960, 1961, 1962, 1963, 1964 CLASSES  
AND DROP-OUTS

OCCUPATION	NUMBER OF RESPONSES
Secretary	8
File Clerk	8
Farmer	7
Bookkeeper	3
Trucker	3
Laborer	3
IBM Programmer	2
Station Attendent	2
Auto Mechanic	2
Carpenter	2
Aircraft Mechanic	2
Tab Operator	1
Photographer	1
Electronic Technician	1
Painter	1
Beautician	1
Mail Clerk	1
Factory Work	1
Teacher	1
Punch Operator	1
Pump Operator	1
Radio Repairman	1

Table V shows that most of the persons reporting felt that their high school training had been of some help in the jobs which they held. Only nine of fifty-three reported their high school training was of little or no help.

TABLE V

RESPONSES BY MEMBERS OF 1960, 1961, 1962, 1963, 1964  
CLASSES AND DROP-OUTS OF PRAIRIE CITY COMMUNITY  
HIGH SCHOOL, PRAIRIE CITY, IOWA, TO QUESTION,  
"HOW MUCH HAS YOUR HIGH SCHOOL TRAINING  
HELPED YOU IN THE JOBS YOU HAVE HELD  
SINCE LEAVING HIGH SCHOOL?"

DEGREE OF HELP	NUMBER OF RESPONSES*						Total
	1960 N=15	1961 N=23	1962 N=18	1963 N=20	1964 N=27	Drop- outs N=6	
A great deal	4	5	2	2	4	0	17
Some	4	5	3	4	9	2	27
Little or none	0	1	1	1	4	2	9

\*The totals do not equal the number of responses because only the respondents who were employed full-time at the time of this study answered this question. (Table represents 53 respondents.)

In Table VI, most of the respondents in the subject classes secured their jobs through their own efforts. Parents and friends were the next most frequently reported sources of help.

TABLE VI

RESPONSES BY MEMBERS OF 1960, 1961, 1962, 1963, 1964  
CLASSES AND DROP-OUTS OF PRAIRIE CITY COMMUNITY  
HIGH SCHOOL, PRAIRIE CITY, IOWA, TO QUESTION,  
"WHICH (WHO) OF THE FOLLOWING HELPED YOU MOST  
IN GETTING YOUR FIRST FULL-TIME JOB AFTER  
LEAVING HIGH SCHOOL?"

SOURCES OF HELP	NUMBER OF RESPONSES*						Total
	1960 N=15	1961 N=23	1962 N=18	1963 N=20	1964 N=27	Drop-outs N=6	
My own effort	5	5	3	4	6	3	26
Parents	1	3	2	1	4	1	12
Friends	1	1	1	2	3	0	8
Private employment service	0	1	1	0	1	0	3
Military service	2	1	0	0	0	0	3
Other relatives	0	2	0	0	1	0	3
School (teacher, principal)	0	0	0	1	1	0	2
Newspaper	0	1	0	0	1	0	2
Public employment service	0	0	1	0	1	0	2
Business	0	1	0	1	0	0	2

\*The totals do not equal the number of responses because respondents were able to check more than one response.

More respondents reported attending Iowa State University than any other school. Table VII also shows that Drake University and the State University of Iowa were the

TABLE VII

EDUCATION BEYOND HIGH SCHOOL AS REPORTED BY  
59 STUDENTS OF THE 1960, 1961, 1962, 1963,  
AND 1964 CLASSES OF PRAIRIE CITY COM-  
MUNITY HIGH SCHOOL, PRAIRIE CITY,  
IOWA

NAME OF SCHOOL ATTENDED	LOCATION	NUMBER
Iowa State University	Ames, Iowa	22
Drake University	Des Moines, Iowa	6
State University of Iowa	Iowa City, Iowa	2
State College of Iowa	Cedar Falls, Iowa	2
Grandview College	Des Moines, Iowa	2
Northeast Missouri State Teachers College	Kirksville, Missouri	2
Central College	Pella, Iowa	2
University of Nebraska	Lincoln, Nebraska	2
Grinnell College	Grinnell, Iowa	2
American Academy of Beauty	Des Moines, Iowa	2
American School	Chicago, Illinois	2
American Institute of Business	Des Moines, Iowa	2
Universal Trades School	Omaha, Nebraska	2
IBM School	Des Moines, Iowa	2
United States Army IBM School	United States Army	2
Baylor University	Houston, Texas	1



TABLE VII (continued)

NAME OF SCHOOL ATTENDED	LOCATION	NUMBER
Gale Institute	Minneapolis, Minnesota	1
Bernel Hair Styling College	Ames, Iowa	1
Colorado State College	Greeley, Colorado	1
Purdue University	Lafayette, Indiana	1
Personnel Training Institute	Omaha, Nebraska	1
Simpson College	Indianola, Iowa	1
Medical School of Technology	Minneapolis, Minnesota	1
United States Air Force Technical Training Center	United States Air Force	1
Bakery School	No address given	1
United States Maintenance School	United States Army	1
De Vry Technical Institute	Chicago, Illinois	1
McPherson College	McPherson, Kansas	1

next most frequently reported schools. The respondents reported attending twenty-eight different post-high school educational and/or training institutions.

Table VIII shows that two persons have received either

a Bachelor of Science or Bachelor of Arts degree, twelve persons have received a diploma, seven others have received over 36 months training, none from 19-27 months training, eight from 13-18 months of training, twenty-two have received from 9-12 months of training, and twelve have received less than nine months of training. Of the 109 respondents who returned the questionnaire, fifty-nine (54.1 per cent) indicated they have pursued some type of training beyond high school.

Forty-five students said they were presently preparing themselves for an occupation. Table IX also shows that the most frequently reported occupational goals were teaching and farming. A wide range of occupational goals is shown by the fact that only six occupations were named by more than one person.

As shown in Table X, most of the respondents felt their high school education was effective in some areas in helping to prepare them for further educational training. Seventeen and three-tenths per cent of the persons who responded to the questionnaire felt the education they received was very effective. Fifteen and six-tenths per cent felt that their training was not effective.

Table XI shows that mathematics, English, science, and business courses were the areas which prepared the stu-

TABLE VIII

LENGTH OF TRAINING PERIOD BEYOND HIGH SCHOOL AS  
 REPORTED BY 59 STUDENTS OF 1960, 1961, 1962,  
 1963, AND 1964 CLASSES OF PRAIRIE CITY  
 COMMUNITY HIGH SCHOOL, PRAIRIE CITY,  
 IOWA

COURSE PURSUED	MONTHS COMPLETED					DEGREE		
	0-8	9-12	13-18	19-27	36+	Dipl.	BA	BS
Engineering		4						
IBM Programming	4					2		
Mathematics		1		1	2			
Liberal Arts	1			2		1	1	
Elementary Education				2	1			
Cosmetology	1	2				2		
Agriculture Business	1	1						
Accounting		2				2		
Farm Operation		2						
Auto Mechanics			2			2		
Art	1	1						
Electronics		1	1			1		
Business Adminis- tration			1		1			1
History		1		1				
Nursing		1	1					
Home Economics				1	1			
Telegraphy			1					

TABLE VIII (continued)

COURSE PURSUED	MONTHS COMPLETED					DEGREE	
	0-8	9-12	13-18	19-27	36+	Dipl. BA	BS
Electrical Engineering				1			
Industrial Administration			1				
Chemistry		1					
Baking	1						
Dental Hygiene		1					
Economics					1		
Dairy Science		1					
Music				1			
IBM Data Processing	1					1	
Medicine	1						
Veterinary Medicine			1				
Chemical Engineering		1					
Drama		1					
Advertising		1					
Drafting	1					1	
English					1		

dents most effectively for further educational training. Social studies, agriculture, industrial arts, home economics, and typing were mentioned less frequently.

TABLE IX

CURRENT OCCUPATIONAL GOALS OF STUDENTS OF 1960,  
1961, 1962, 1963, 1964 CLASSES AND DROP-OUTS  
OF PRAIRIE CITY COMMUNITY HIGH SCHOOL,  
PRAIRIE CITY, IOWA

OCCUPATIONAL GOAL	NUMBER	OCCUPATIONAL GOAL	NUMBER
Teaching	15	Manager Finance Co.	1
Farming	5	Livestock Buyer	1
Business or Self Employed	2	Heavy Equipment Operator	1
IBM Operator	2	Lathe Operator	1
Veterinary Medicine	2	Dental Assistant	1
Auto Mechanics	2	Nursing	1
Cosmetology	1	Forestry and Wildlife Conservation	1
Commercial Photo- grapher	1	Banking	1
Agriculture Business	1	Electrical Engi- neering	1
Advertising	1	Industrial Admin- istrator	1
Space and Missile Guidance Servicing	1		
Medicine	1		
Radio and T.V. Repair	1		

Table XII shows that most of the students felt that in the areas of English, mathematics, science, and social studies their preparation was least effective.

TABLE X

RESPONSES BY MEMBERS OF 1960, 1961, 1962, 1963, 1964  
CLASSES AND DROP-OUTS OF PRAIRIE CITY COMMUNITY  
HIGH SCHOOL, PRAIRIE CITY, IOWA, TO THE  
QUESTION, "HOW EFFECTIVE WAS YOUR  
HIGH SCHOOL TRAINING IN HELPING  
TO PREPARE YOU FOR FURTHER  
EDUCATIONAL TRAINING?"

EFFECTIVENESS OF TRAINING	NUMBER OF RESPONSES						Total
	1960 N=15	1961 N=23	1962 N=18	1963 N=20	1964 N=27	Drop-outs N=6	
Very effective	3	6	2	4	4	0	19
Effective in some areas	11	14	14	11	19	4	73
Not effective	1	3	2	5	4	2	17

In the area of "others," study habits were mentioned by four students, while two mentioned history, speech and Spanish.

Most of the reporting students of the subject classes felt their high school experience had given them the most help in the area of getting along with people. Table XIII also shows that marriage and family life was the area in which most of them felt they had received little or no help. "Conducting my own business affairs," "taking care of my health," "using my spare time," "preparing for further education," "understanding my ability and interests," and "securing a job" were reported by most graduates as areas in

TABLE XI

RESPONSES BY MEMBERS OF 1960, 1961, 1962, 1963, 1964  
CLASSES AND DROP-OUTS OF PRAIRIE CITY COMMUNITY HIGH  
SCHOOL, PRAIRIE CITY, IOWA, TO THE QUESTION,  
"IN WHAT AREA OR AREAS WAS YOUR PREPARATION  
MOST EFFECTIVE?"

SUBJECT AREAS	NUMBER OF RESPONSES*						Total 109
	1960 N=15	1961 N=23	1962 N=18	1963 N=20	1964 N=27	Drop-outs N=6	
Mathematics	7	13	4	4	6	1	35
English	6	6	9	5	7	0	33
Science	5	8	8	5	5	1	32
Business Courses	3	6	1	1	6	2	19
Social Studies	1	1	3	3	2	0	10
Agriculture	3	1	0	1	2	0	7
Home Economics	0	0	2	0	2	1	5
Industrial Arts	0	0	0	1	1	2	4
Typing	0	1	0	0	1	2	4

\*The totals do not equal the number of responses because respondents were able to check more than one subject area.

which they had received at least some help through their high school experience.

As shown in Table XIV, most students reported English and mathematics as being the subjects most helpful to them since leaving high school. Typing, chemistry, science, and



TABLE XII

RESPONSES BY MEMBERS OF 1960, 1961, 1962, 1963, 1964  
CLASSES AND DROP-OUTS OF PRAIRIE CITY COMMUNITY  
HIGH SCHOOL, PRAIRIE CITY, IOWA, TO THE  
QUESTION, "IN WHAT AREA OR AREAS WAS  
YOUR PREPARATION LEAST EFFECTIVE?"

SUBJECT AREAS	NUMBER OF RESPONSES*						Total 109
	1960 N=15	1961 N=23	1962 N=18	1963 N=20	1964 N=27	Drop-outs N=6	
English	7	11	5	3	4	2	32
Science	5	8	4	4	5	3	29
Mathematics	6	3	7	6	3	1	27
Social Studies	3	7	5	1	7	2	25
Business Courses	1	0	1	1	6	0	9
Agriculture	3	2	0	1	2	0	8
Industrial Arts	2	1	0	1	0	0	4
Study Habits	0	2	0	0	0	2	4
History	0	1	0	0	1	0	2
Speech	0	0	2	0	0	0	2
Spanish	0	0	0	2	0	0	2
Art	0	0	1	0	0	0	1
Economics	0	0	0	1	0	0	1
Mechanics	0	0	0	0	1	0	1

\*The totals do not equal the number of responses because respondents were able to check more than one subject area.

TABLE XIII

AREAS IN WHICH HELPFUL INFORMATION WAS ACQUIRED THROUGH  
HIGH SCHOOL EXPERIENCES AS REPORTED BY THE 1960, 1961,  
1962, 1963, 1964 CLASSES AND DROP-OUTS OF PRAIRIE CITY  
COMMUNITY HIGH SCHOOL, PRAIRIE CITY, IOWA

AREAS	EXTENT OF AID		
	A Great Deal	Some	Little or None
Conducting my own business affairs	22	52	17
Taking care of my health	17	51	26
Using my spare time	19	49	25
Preparing for further education	36	47	16
Understanding my ability and interests	41	45	8
Securing a job	20	44	26
Getting along with people	50	41	6
Taking part of community or civic affairs	33	39	18
Marriage and family life	5	38	52
Thinking through problems	40	38	12
Ability to read well	33	37	18
Advancing on my job	19	36	30

agriculture were the next most frequently reported helpful subjects. History and science were reported by most students as being the least helpful, followed by social studies, English, and mathematics.

TABLE XIV

RESPONSES BY MEMBERS OF 1960, 1961, 1962, 1963, 1964  
 CLASSES AND DROP-OUTS OF PRAIRIE CITY COMMUNITY  
 HIGH SCHOOL, PRAIRIE CITY, IOWA TO QUES-  
 TION, "WHAT HIGH SCHOOL SUBJECTS HAVE  
 BEEN MOST HELPFUL AND LEAST HELPFUL  
 TO YOU SINCE LEAVING HIGH SCHOOL?"

SUBJECTS	NUMBER OF RESPONSES	
	Most Helpful	Least Helpful
English	43	14
Mathematics	35	13
Typing	15	3
Chemistry	14	0
Science	13	22
Agriculture	11	7
Industrial Arts	7	5
Home Economics	7	3
History	6	27
Biology	6	6
Office Practice	4	1
Bookkeeping	4	1
Business Courses	4	1
Government	4	8
Physics	4	1
Economics	4	2

TABLE XIV (continued)

SUBJECTS	NUMBER OF RESPONSES	
	Most Helpful	Least Helpful
Shorthand	2	3
Social Studies	2	16
Accounting	2	0
Speech	1	0
Business Machines	1	0
Geometry	0	4
Literature	0	5
Latin	0	1
Spelling	0	1
Geography	0	1
Spanish	0	5
Algebra	0	3

In Table XV, more students felt that of the subjects not offered in high school, a course in auto mechanics would have been most helpful. Advanced mathematics, advanced English-grammar and composition, a romance language, psychology, and speech were the next most frequently reported desired subjects.

TABLE XV

RESPONSES BY MEMBERS OF 1960, 1961, 1962, 1963, 1964  
 CLASSES AND DROP-OUTS OF PRAIRIE CITY COMMUNITY  
 HIGH SCHOOL, PRAIRIE CITY, IOWA, TO QUES-  
 TION, "WHAT SUBJECTS DO YOU THINK  
 WOULD HAVE BEEN HELPFUL TO YOU  
 THAT WERE NOT OFFERED IN  
 HIGH SCHOOL?"

SUGGESTED SUBJECTS	NO.	SUGGESTED SUBJECTS	NO.
Auto Mechanics	25	Latin	1
Advanced Mathematics	9	German	1
Advanced English-grammar and composition	9	Economics	1
Romance Language	8	Business Law	1
Psychology	6	Analytical Geometry	1
Speech	6	Elementary Calculus	1
Art	5	Metal Shop	1
Social Problems	5	Advanced Business Courses	1
Family Living	4	Zoology	1
Advanced Science	3	Advanced Accounting	1
Creative Writing	3	First Aid	1
Advanced Home Economics	3	Advanced Physics	1
More Literature	3	Journalism	1
Business Machines	2	Library	1
Drafting	2	Freshman Orientation	1
Advanced Shorthand	2	Advanced Chemistry	1
Sociology	1	Interior Decorating	1
Marriage and Family	1	Art Appreciation	1
Sex Education	1	Electronics	1
Occupations	1		

Table XVI shows that most of the students in the subject classes felt there should be changes made in the extra-curricular program. A majority of these respondents felt there needed to be more special interest clubs, followed by debate and more emphasis on music. Twenty-seven students felt the extra-curricular program was quite adequate.

Most of the reporting students of the 1960 and 1961 classes didn't have any counseling as shown in Table XVII. Of the three most recent classes only seven persons indicated they didn't have any counseling. During the years when a counselor was employed, twenty-nine persons reported the counseling was of some help and twenty-two felt it was extremely helpful. During these same years fifteen persons reported the counseling was not helpful at all or was of very little help. Eight students commented as follows in regard to counseling received in high school: "very little help because I was too stubborn to use it"; "I can't say: I had not decided on my field, but what problems I had the counselor was very helpful"; "null and void"; "no counselor available"; and "no one cared what the students did." Three students reported they had received help from an interested teacher.

In Table XVIII all of the reporting students felt

TABLE XVI

RESPONSES BY MEMBERS OF 1960, 1961, 1962, 1963, 1964  
 CLASSES AND DROP-OUTS OF PRAIRIE CITY COMMUNITY  
 HIGH SCHOOL, PRAIRIE CITY, IOWA, TO QUES-  
 TION, "DO YOU THINK ANY CHANGES,  
 ADDITIONS, OR DELETIONS SHOULD  
 BE MADE IN THE ACTIVITIES  
 OFFERED IN THE EXTRA-  
 CURRICULAR PROGRAM?"

FEELINGS ABOUT EXTRA- CURRICULAR PROGRAM CHANGES	NUMBER OF RESPONSES
No, very adequate	31
Yes	
Suggestions:	
Special Interest Clubs	16
Debate	14
More Intramural Sports	11
Emphasize Music	9
De-emphasize Sports	7
Honor Society	6
Give Student Council Responsibility	4
Future Homemakers of America	4
Future Teachers of America	3
Public Speaking	3
Wrestling	2
Baseball	2
Tennis	1
Swimming	1
Golf	1
Academic Seminars	1
Emphasize Drama	1
Political Club	1



TABLE XVII

COUNSELING RECEIVED IN HIGH SCHOOL AS REPORTED  
 BY MEMBERS OF 1960, 1961, 1962, 1963, 1964  
 CLASSES AND DROP-OUTS OF PRAIRIE CITY  
 COMMUNITY HIGH SCHOOL, PRAIRIE  
 CITY, IOWA

FEELINGS ABOUT COUNSELING	NUMBER OF RESPONSES						Total
	1960 N=15	1961 N=23	1962 N=18	1963 N=20	1964 N=27	Drop-outs N=6	
Didn't have any counseling	12	15	4	1	0	2	34
Some help	0	1	5	9	14	1	30
Extremely helpful	0	0	1	8	11	2	22
Not helpful at all	0	1	5	0	1	1	8
Other	3	3	1	0	1	0	8
Very little help	0	3	2	2	0	0	7

that the high school should attempt to help them solve their educational problems. Only three of ninety-nine reporting students felt the school should not give any or very little help concerning vocational problems. Most students felt the school should give some help in solving personal problems, but twenty-four of the ninety-nine who reported felt the school should give no help or very little help in solving personal problems.

TABLE XVIII

RESPONSES BY MEMBERS OF 1960, 1961, 1962, 1963, 1964  
CLASSES AND DROP-OUTS OF PRAIRIE CITY COMMUNITY HIGH  
SCHOOL, PRAIRIE CITY, IOWA, AS TO THE EXTENT HIGH  
SCHOOL SHOULD ATTEMPT TO SOLVE STUDENT'S  
EDUCATIONAL, AND PERSONAL PROBLEMS

PROBLEMS	NUMBER OF RESPONSES*				
	None	Very Little	Some	A Consider- able Amount	A Great Deal
Educational	0	0	1	25	73
Vocational	1	2	16	37	43
Personal	9	15	48	18	9

\*The totals do not equal the number of responses because respondents were able to check more than one response.

Eighty-seven reporting students made comments in response to the question, "How could Prairie City Community High School better help its students solve their vocational, educational, and personal problems?"<sup>1</sup> The suggestion most frequently made was to urge the school to employ a full-time counselor whose sole job would be to help solve vocational, educational, and personal problems. Other comments reported by the students were: "offer a greater variety of courses, especially in the area of vocational training"; "provide for

<sup>1</sup>Appendix D.

a closer bond between teachers and pupils"; "put greater emphasis on courses in English, science and mathematics"; and "give the poorer student more attention and individual help in all areas." The drop-outs reported that better student-teacher relationship and a greater variety of vocational courses would have been of most help to them.

As shown in Table XIX, most of the drop-outs reported that more vocational courses would have helped to keep them in school. Other comments mentioned were: "provide on-the-job training"; "give more attention to personal problems"; and "provide help in getting along better with teachers."

Table XX shows that two students left school to get married. Others reported: "I left school because the school was trying to tell me what to do in affairs that were none of their concern"; "I was kicked out for some unknown reason"; and "disinterested, there wasn't anything for me."

When asked to make further comments or suggestions for improving any part of the school's program, many of the responses were similar to those found in Appendix D.<sup>1</sup> Responses frequently mentioned were: broaden and expand the program to better meet the needs of the students; place less

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<sup>1</sup>Appendix E.

TABLE XIX

RESPONSES BY MEMBERS OF 1960, 1961, 1962, 1963, AND  
1964 CLASSES WHO WERE DROP-OUTS OF PRAIRIE CITY  
COMMUNITY HIGH SCHOOL, AS TO "WHAT THE SCHOOL  
MIGHT HAVE DONE WHICH WOULD HAVE MADE IT  
POSSIBLE FOR YOU TO STAY IN SCHOOL"

WHAT MIGHT HAVE BEEN DONE	NUMBER OF RESPONSES*
Offered more vocational studies	4
Helped me to get along better with my teachers	3
Provided on-the-job training while going to school	2
Given more attention to my personal problems	2
Helped me to get along better with the principal	1
Assigned less home work	1
Permitted me to take fewer subjects at a time	1
Offered more studies about marriage and family life	0
Offered more chances for taking part in sports and other activities	0
Helped me find a part-time job while I was going to school	0

\*The totals do not equal the number of responses because respondents were able to check more than one item.

TABLE XX

RESPONSES BY MEMBERS OF 1960, 1961, 1962, 1963, AND  
1964 CLASSES WHO WERE DROP-OUTS OF PRAIRIE CITY  
COMMUNITY HIGH SCHOOL TO THE QUESTION,  
"WHY DID YOU LEAVE SCHOOL?"

REASONS	NUMBER OF RESPONSES*
To get married	2
Personal illness	1
Had to go to work	1
Was needed at home	0
Wanted to earn more money	0
Family illness	0
Military service	0
Pregnancy	0
Other	3

\*The totals do not equal the number of responses because respondents were able to check more than one item.

emphasis on athletics and more on the academic and music programs; encourage students to develop and participate in activities that are personally interesting; and provide clubs in more interest areas.

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

#### I. SUMMARY

In this study the opinions of students who terminated their education in the Prairie City Community High School during the years from 1959 through 1964 were obtained concerning the adequacy of the high school program. The opinions were used to analyze their educational and vocational experiences to determine how effectively the school had met their needs. Special emphasis was given the students' present employment status, the effectiveness of the high school program in helping students make educational and vocational plans, the value placed on the curriculum, the students' training beyond high school, the additions to the curricular and extra-curricular programs, the feeling of the students about the guidance program, and what the school could have done for the drop-out to help keep him in school.

A review of literature pertaining to follow-up studies was made. A questionnaire was constructed to include items necessary to resolve the problem stated above. The questionnaire was administered to the present (1965) senior class and faculty and then necessary revisions were

made. The questionnaire was sent to 152 students who graduated or dropped out of the Prairie City Community High School during the 1959-64 period and 109 responded. This represents an over-all return of 72.7 per cent. The results were tabulated and analyzed and formed the basis for the writer's conclusions.

On the basis of the information obtained in this study, the following summary is presented concerning the adequacy of the high school program.

1. The majority of students were either employed full-time, were in school full-time, or were housewives. Other students were working part-time, in business for themselves, in school part-time or in the Armed Forces.
2. Most of the students made their own decisions in regard to their educational plans. Others received help from parents, counselor, work experience, and school subjects.
3. Seventy of the reporting students said they made their own decisions in regard to their vocational plans.
4. Twenty-seven of fifty-three respondents felt that their high school training had been of "some" help on their present job; seventeen, "a great deal" of



- help; and nine, "little or no help."
5. The school was of little help to most students in getting their first full-time job.
  6. Fifty-nine students pursued some kind of training beyond high school.
  7. Of the reporting students, forty-five were preparing themselves for an occupation, with teaching and farming the most frequent choices.
  8. A majority of the students reported that their high school experience was "effective in some areas."
  9. Most of the reporting students said their preparation was most effective in mathematics, English, science, and business courses; least effective in English, mathematics, science, and social studies.
  10. A majority of the reporting students said their high school experience had given them "a great deal" of help in regard to getting along with people, understanding their ability and interests, thinking through problems, ability to read well, and taking part in community or civic affairs. Marriage and family life, advancing on the job, securing a job, and using spare time were areas in which a majority of the students received "little" or "no" help.

11. English, mathematics, typing, chemistry, science, and agriculture were subjects most of the students reported as having been most helpful since leaving high school. History, science, social studies, agriculture and government were listed by many of the students as being the least helpful subjects.
12. Twenty-five students reported that a course in auto mechanics would have been helpful to them. Advanced mathematics, English, a two or four year romance language, psychology, and speech were courses many students felt would have been helpful.
13. Special interest clubs, debate, and intra-mural sports were activities which respondents felt should be added to the extra-curricular programs. Thirty-one felt the extra-curricular program was quite adequate.
14. During the years in which the counseling program was in use, thirty students reported the counseling which they had received in high school was of some help. Twenty-two felt the counseling was extremely helpful, whereas eight reported it was not helpful at all.
15. A majority of the students indicated that the high

school should provide a great deal of help in solving their educational and vocational problems, but not their personal problems.

16. The most frequent comment made by eighty-seven reporting students as to how the school could better help solve their vocational, educational, and personal problems was to employ a full-time counselor. Many students mentioned offering a greater variety of courses in the area of vocational training and putting greater emphasis on English, science, and mathematics.
17. Drop-outs responding to the questionnaire reported that more vocational courses would have helped keep them in school. On-the-job training and more attention given to personal problems were other suggestions.
18. Many students made general comments and suggestions for improving the school's program. Those most frequently mentioned were: to broaden and expand its program to better meet the needs of all the students, to place less emphasis on athletics and more on the academic and music programs, and to organize clubs in all interest areas.

## II. CONCLUSIONS

Based on the findings of this study, the following conclusions were drawn:

1. Since the school helped very few students find a full-time job after graduation, this phase of the school program should be strengthened by employing a full-time counselor, who would work with employment agencies, and with the students who are looking for employment. The counselor could also help students solve their vocational, educational, and personal problems.
2. The college preparatory program should be stressed and enriched since more than fifty-four per cent of the reporting students went on to college.
3. The weakest phases of the school's program were in providing help and information about marriage and family life, securing a job, advancing on the job, and using spare time; therefore, emphasis should be placed on these areas.
4. The vocational curriculum should be expanded to meet the needs of students not going on to college.
5. More advanced courses should be offered in English-grammar and composition, mathematics, and in a romance language.

6. More special interest clubs, debate and intra-mural sports activities should be organized.

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APPENDIX

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APPENDIX A

Prairie City, Iowa  
September 21, 1964

Dear Former Student:

You are one of a group of selected persons being asked to help in improving the educational program of the Prairie City Community High School.

I am asking for your cooperation in a follow-up study of the students who have graduated or dropped out of the Prairie City Community High School during the years 1959 to 1964. Your opinions will help in determining the adequacy of the educational program at the Prairie City Community High School in meeting the needs of the future students.

Please answer as many of the questions as possible on the enclosed questionnaire, and return it to me in the self-addressed, stamped envelope.

Please accept my thanks for your cooperation in this matter.

Sincerely,

Darrell G. Brand

Enclosures

## APPENDIX B

## Questionnaire Sent to Former Students

## DIRECTIONS:

- A. Your name is NOT required.
- B. Read each question carefully.
- C. Answer as many questions as possible by placing a check mark (X) or marks in the appropriate blanks.
1. Are you: a. ☐ Single b. ☐ Married c. ☐ Divorced or Separated d. ☐ Widowed or Widower.
  2. Did you: a. ☐ Graduate from high school b. ☐ Leave high school before graduation.
  3. What year did you last attend high school? a. ☐ 1959-60 b. ☐ 1960-61 c. ☐ 1961-62 d. ☐ 1962-63 e. ☐ 1963-64
  4. What is your present employment status? (check one or more)
 

a. <input type="checkbox"/> Working full-time	g. <input type="checkbox"/> In Armed Forces
b. <input type="checkbox"/> Working part-time	h. <input type="checkbox"/> Not working
c. <input type="checkbox"/> In school full time	i. <input type="checkbox"/> Not working; looking for a job
d. <input type="checkbox"/> In school part time	j. <input type="checkbox"/> Other _____
e. <input type="checkbox"/> Housewife	
f. <input type="checkbox"/> In business for self	
  5. Which (who) of the following helped you most in making your educational plans? (check one or more)
 

a. <input type="checkbox"/> Parents	f. <input type="checkbox"/> Counselor
b. <input type="checkbox"/> Other relatives	g. <input type="checkbox"/> Work experience
c. <input type="checkbox"/> Friend or friends	h. <input type="checkbox"/> School subjects (list)
d. <input type="checkbox"/> A teacher or teachers	
e. <input type="checkbox"/> Principal	i. <input type="checkbox"/> My own decision

6. Which (who) of the following helped you most in making your vocational plans? (check one or more)
- |   |  |
|---|--|
| a. <input type="checkbox"/> Parents               | f. <input type="checkbox"/> Counselor              |
| b. <input type="checkbox"/> Other relatives       | g. <input type="checkbox"/> Work experience        |
| c. <input type="checkbox"/> Friend or friends     | h. <input type="checkbox"/> School subjects (list) |
| d. <input type="checkbox"/> A teacher or teachers |  |
| e. <input type="checkbox"/> Principal             | i. <input type="checkbox"/> My own decision        |

IF YOU HAVE NOT BEEN WORKING FULL-TIME SINCE LEAVING HIGH SCHOOL OMIT QUESTIONS 7 TO 9 AND GO ON TO QUESTION 10.

7. Please identify the jobs you have held since leaving high school. List your present or most recent job first.

Employer or firm	Kind of work or title of job	Period of employment		Weekly wages
		From	To	
		From	To	
		From	To	

8. How much has your high school training helped you in the jobs you have held since leaving high school?

a. ☐ A great deal    b. ☐ Some    c. ☐ Little or none

9. Which (who) of the following helped you most in getting your first full-time job after leaving high school? (check one or more)

- |  |   |
|--|---|
| a. <input type="checkbox"/> Parents                        | f. <input type="checkbox"/> Newspaper                     |
| b. <input type="checkbox"/> Other relatives                | g. <input type="checkbox"/> Public employment<br>service  |
| c. <input type="checkbox"/> Friends                        | h. <input type="checkbox"/> Private employment<br>service |
| d. <input type="checkbox"/> School (teacher,<br>principal) | i. <input type="checkbox"/> Others (please explain)       |
| e. <input type="checkbox"/> My own effort                  |   |

10. Please list below any additional education you have had since leaving high school. For example: Correspondence courses, trade or business school, apprenticeship, junior colleges, college etc.

Name of School	Major field of study	When were you in this school?	Certificate, degrees, diploma, etc. obtained
----------------	----------------------	-------------------------------	--

From	To
------	----

From	To
------	----

11. Are you now in training preparing yourself for an occupation? \_\_\_\_yes \_\_\_\_no
12. If so, for what occupation are you now preparing yourself?

13. How effective was your high school in helping to prepare you for further educational training?

- a. \_\_\_\_ Very effective
- b. \_\_\_\_ Effective in some areas
- c. \_\_\_\_ Not effective

14. In what area or areas was your preparation most effective?

- |                        |                                  |
|------------------------|----------------------------------|
| a. ____ Mathematics    | e. ____ Business courses         |
| b. ____ English        | f. ____ Agriculture              |
| c. ____ Science        | g. ____ Industrial arts          |
| d. ____ Social studies | h. ____ Others (please identify) |

15. In what area or areas was your preparation least effective?

- |                        |                                  |
|------------------------|----------------------------------|
| a. ____ Mathematics    | e. ____ Business courses         |
| b. ____ English        | f. ____ Agriculture              |
| c. ____ Science        | g. ____ Industrial arts          |
| d. ____ Social studies | h. ____ Others (please identify) |

16. Please indicate by checking in the proper column how much high school helped you in regard to each of the following:

	A great deal	Some	Little or none
a. Using my spare time	_____	_____	_____
b. Taking care of my health	_____	_____	_____
c. Taking part in community or civic affairs	_____	_____	_____
d. Marriage and family life	_____	_____	_____
e. Securing a job	_____	_____	_____
f. Getting along with people	_____	_____	_____
g. Preparing for further education	_____	_____	_____
h. Understanding my ability and interests	_____	_____	_____
i. Ability to read well	_____	_____	_____
j. Conducting my own business affairs	_____	_____	_____
k. Thinking through problems	_____	_____	_____
l. Advancing on my job	_____	_____	_____

17. What two high school subjects have been MOST helpful to you since leaving high school?

a. \_\_\_\_\_ b. \_\_\_\_\_

18. What two high school subjects have been LEAST helpful to you since leaving high school?

a. \_\_\_\_\_ b. \_\_\_\_\_

19. What subjects that were not offered in high school do you think would have been helpful to you?

a. \_\_\_\_\_ b. \_\_\_\_\_

c. \_\_\_\_\_ d. \_\_\_\_\_

20. Do you think some changes, additions, or deletions should be made in the activities offered in the extra-curricular program? \_\_\_\_\_ Yes \_\_\_\_\_ No

a. \_\_\_\_\_ b. \_\_\_\_\_

c. \_\_\_\_\_ d. \_\_\_\_\_

21. To what extent has the counseling you received in high school been helpful to you?

- a. ☐ Didn't have any counseling
- b. ☐ Not helpful at all
- c. ☐ Very little help
- d. ☐ Some help
- e. ☐ Extremely helpful
- f. ☐ Other (explain)

22. How much help do you feel a high school should attempt to give to its students in solving their educational, vocational, and personal problems?

	None	Very Little	Some	A Considerable Amount	A Great Deal
Educational	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. How could Prairie City Community High School better help its students solve their vocational, educational, and personal problems?

24. If you have further questions or suggestions for improving any part of the school's program, please state them here. Thank you for your cooperation.

IF YOU ARE A GRADUATE FROM HIGH SCHOOL OMIT QUESTIONS 24 AND 25, AND CONTINUE WITH QUESTION 26.



24. Check the things Prairie City High School might have done which would have made it possible for you to stay in school:
- a. ☐ Offered more vocational studies
  - b. ☐ Provided on-the-job training while going to school
  - c. ☐ Offered more studies about marriage and family life
  - d. ☐ Offered more chances for taking part in sports and activities
  - e. ☐ Given more attention to my personal problems
  - f. ☐ Helped me to get along better with my teachers
  - g. ☐ Helped me to get along better with the principal
  - h. ☐ Assigned less home work
  - i. ☐ Helped me find a part-time job while I was going to school
  - j. ☐ Permitted me to take fewer subjects at one time
25. Why did you leave school? (check one or more reasons)
- |   |  |
|---|--|
| a. <input type="checkbox"/> Had to go to work         | f. <input type="checkbox"/> Military service |
| b. <input type="checkbox"/> Was needed at home        | g. <input type="checkbox"/> To get married   |
| c. <input type="checkbox"/> Wanted to earn more money | h. <input type="checkbox"/> Pregnancy        |
| d. <input type="checkbox"/> Family illness            | i. <input type="checkbox"/> Other (list)     |
| e. <input type="checkbox"/> Personal illness          |  |
26. If you have further comments or suggestions for improving any part of the school's program, please state them here. Thank you for your cooperation.

APPENDIX C

Prairie City, Iowa  
October 3, 1964

Dear Alumnus or Alumna:

A few days ago you received an important questionnaire from your alma mater, Prairie City High School.

The purpose of the questionnaire is to gather information to help in determining the future educational program at Prairie City High School in meeting the needs of its future students.

If you have already returned your questionnaire, please accept our thanks for your help and cooperation. If you have not, could you help by taking a few minutes to complete your questionnaire and return it today if possible? We would like a 100 per cent return.

Sincerely,

Darrell G. Brand

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## APPENDIX D

The following is a list of comments and suggestions made by the reporting students of the 1960 through 1964 graduating classes and drop-outs in response to the question, "How could Prairie City Community High School better help its students solve their vocational, educational, and personal problems?"

The number in parentheses following the statement represents the number of times the comment was mentioned.

### Class of 1960

By explaining how their life after school will be.

By trying to help each student with his own problems.

By trying to offer the students every course that might help them either with their work or the furtherance of their education.

By talking to each student and discussing personal and educational problems.

Employing a counselor, his only task being to help students decide or solve problems.

When I was in school I felt we needed a counselor.

Offer courses for students not going to college.

The school should attempt to understand a student's background and work from this point on.

Counsel with the students, especially on vocational and educational problems.

Greater vocational training would help students not planning to attend college.

A full-time staff member whose sole job is that of counseling in vocational and educational fields is a necessity. This person should have efficient background to aid students in personal problems.

A school nurse would be valuable in handling certain health problems.

Give the student more freedom in making his own choices. The student should not be forced to a task.

#### Class of 1961

The school should not interfere with personal problems unless the student wishes it.

More emphasis should be placed on ability instead of making fun of the student. In this way there would be fewer drop-outs and they would know what vocation they were best suited for.

Help students decide what subjects should be for the vocation and education of the person involved.

When I graduated, they were not stressing counseling enough.

In my opinion, it seemed the teachers were trying to

get you out of school and not caring what you did after that. It is at this time that a student needs help in deciding whether he is going to make something of himself or be a vagrant.

Offer more subjects, especially for those students not going on to college.

I feel a full-time guidance counselor is necessary. (Guidance and nothing else.) (6)

Provide information on potential employment areas with more stress on vocational plans.

Provide information to the student about out-of-state institutions as well as in-state schools. Recommend a school relative to an individual's potential.

Provide help through a closer bond between teachers and pupils. (3)

More time should be provided for individual pupil help by teachers.

More detailed information on colleges, business schools etc.

### Class of 1962

A student not planning on attending college should be placed in a program at the start of high school that would prepare him for his vocation.

Current information on scholarships and colleges

should be available. Students aren't aware of scholarship opportunities and many don't get the financial help they deserve.

Students must feel that if they discuss their personal problems with a teacher they will be understood and helped. Students want to be sure that these discussions will be kept confidential.

Students who are the academically gifted should be challenged to a greater degree. Prepare the students for the courses they will be taking in college. (6)

Place greater emphasis on English, mathematics, and science. (6)

Special time should be found for those students who need help such as ones having low I.Q.'s and personal adaptive problems.

The school must assert itself and extend itself by allowing more diversity in scheduling and a variety of classes.

The school needs to specialize more in their classes and give the students the opportunity for training on a job as part of the course.

The school needs to offer more than one foreign language and second years in chemistry, physics, biology, and other college preparatory classes.

Each school should have a full-time counselor. Each student is in need of guidance and with a lot of students the counselor should not be involved with many other obligations.

Providing a better teacher-student relationship would help in all three areas. (3)

Each qualified teacher should be in charge of counseling some students instead of one counselor dividing his time.

The school should provide more subjects that would train a student who isn't going to college. (3)

### Class of 1963

Prairie City is seriously handicapped by its size. (2)

The school has made great strides in pointing the school's curriculum towards the progressive.

Personal problems should be observed, understood, and certainly not increased on the part of the school.

Training in the area of further education could be enhanced by a method of showing the students exactly what college is.

The teachers should be much more dedicated and understanding.

Student-teacher relations could be improved. (3)

More help could be provided by offering a wider

variety of subjects necessary for carrying out a vocation.

More emphasis should be placed on preparation for college and on courses that are geared for the college bound individual so that he will be better able to compete with those students who have had this type of educational preparation in the larger schools.

A full-time counselor should be hired just to counsel in all three areas. (3)

Make available to the student who isn't going on to college a wider variety of courses. (2)

Youth are in a very unstable period of life at this age. They should not be pushed by parents, friends, faculty, counselor, etc., rather guided to understanding and decision. A counselor can play a very important part in guiding youth in their ways, if the youth respect and like the counselor. (2)

Prairie City could better help students by setting up detailed programs in which they could develop some goal; however, much flexibility, many changes, combining programs, and offering more courses would allow for greater choices.

#### Class of 1964

A woman counselor should be employed. (2)

A full-time counselor to help in all areas would be of most help. (5)

Put more stress on academic success.



The school is not large enough to offer the courses necessary to compete with the students in college from the larger schools. (3)

The student-teacher relationship should be improved and this would be of most help. (4)

Offer a greater variety of courses.

The teachers should provide more individual help to the student.

More emphasis should be given to the needs of the poorer student. (2)

### Drop-outs

A greater variety of courses should be offered to those students not going on to college.

A better student-teacher relationship would have been helpful. (2)

Listen to the student with understanding.

Develop a technical school.

## APPENDIX E

The following is a list of the comments and suggestions for improving all phases of the school's program made by the reporting students of the 1960 through 1964 graduating classes and drop-outs.

The number in parentheses following the statement represents the number of times the comment was mentioned.

### Class of 1960

If a high school of 140 cannot field more than 18 or 19 boys to play football, it is my honest opinion that 11-man football should be dropped and that a fall baseball program be substituted.

I feel that the best thing that could happen to Prairie City Community High School is to consolidate with a neighboring town so that it will be able to give the students the opportunity to compete as freshmen at the college level in the large universities and they would be able to offer more vocational courses for those not planning on going to college.

I compliment the school for some of the changes in curriculum and addition of facilities such as library and other equipment.

Develop a technical school. This would give the stu-

dent a chance to learn an occupation and give the student more interest in school.

### Class of 1961

Prairie City High School needs to broaden and expand its program to better meet the needs of the students. (4)

We needed more practical experience in chemistry and physics lab. (3)

Work with the students to help them improve their study habits. (2)

### Class of 1962

Some attempt should be made to give the students a broader outlook on their possibilities. Too many of my classmates left high school and never were told that they could do something worthwhile with their lives. They just wanted to live, die, and pay taxes. The high school has a unique place in a young person's life in that his future aspirations are formed there. I say, give these young minds a little insight into the fact that they will make or break the future of us all, and stimulate them to better their society, not live on it.

I would like to see a Future Teacher's Club organized. This would orientate students to the problems that educators face.

A course in general psychology would help students to better understand themselves and others.

A more active gym program would be beneficial, providing for 100 per cent participation in certain sports.

Every student should be required to take part in at least one extra-curricular activity to become better adjusted.

Schools should have students go out on benefit campaigns, voter registration drives and take an active part in civic activities.

There should be less emphasis on sports (especially for girls) and more on music, speech, and art. Advanced courses in certain subjects would be most helpful to college bound students. (2)

The principal and counselor should not be the same person.

Regular assignments should be made and collected as well as graded.

The teachers and advisors should impress the students to take an active part in the educational, vocational, and personal training available.

### Class of 1963

One thing that I think should definitely be improved is the amount of pride shown by the students for their school. For a student to do his best he should be proud of his school.

As viewed from the standpoint of a member of the student body, it seems to me that the function of the student council was given somewhat of a build up by the faculty but was actually run on the whims of the principal. It was a student council in name only.

Put less emphasis on the athletic program and athletics and give more emphasis to the academic curriculum and other needs of students.

#### Class of 1964

I think it is very important for a student to develop and participate in areas that are personally interesting. Have clubs in all interest areas.

Give the students more responsibility for their own conduct. Give them practice in thinking for themselves, guide them, but don't force them.

More theme writing is needed to prepare students for college.

Encourage organized and scheduled studying.

If the music program had more to offer in the way of training and advancement, the students would show more interest in participating. (2)

Offer a course in orientation. This would be useful in helping a student to understand why and how to get along in school and with others.

Put more emphasis on business courses and provide more thorough training.

Drop-outs

The responses made by the drop-outs were all similar to those mentioned by them in Appendix D.